

**GUIDANCE PROGRAMME FOR
NAVODAYA VIDYALAYA STUDENTS OF
CLASS VI BASED ON ADJUSTMENT PROBLEMS**

DR. R.K. SARASWAT



**Department of Educational Psychology, Counselling & Guidance
National Council of Educational Research & Training
Sri Aurobindo Marg, New Delhi-110016**

GUIDANCE PROGRAMME FOR NAVODAYA
VIDYALAYA STUDENTS OF CLASS VI
BASED ON ADJUSTMENT PROBLEMS

INTRODUCTION

The school years coincide with the stage of rapid growth and the stage of exploration in the life of the individual. The school is the major institution set up by society for the individuals development and the transmission of knowledge, values and cultural heritage from generation to the next. The broad goal of education and of guidance is the same i.e., around development of the individual.

The need for guidance services is not limited to the facilitation of the individual student's development, closely allied to it is the need for guidance services to help the students in solving their problems and making adjustments to the school as well as to the home and community. All students face problems from time to time. Students have to adjust to the demands of the school for learning and observance of the school rules, adjust to the classmates and teachers. Children attending residential school for the first time tend to have problems in making the transition from home to school and experience separation and anxiety.

A new comer to school has also to adjust to his physical surroundings to get acquainted with various facilities provided by the school and to learn how to use them. Students have also to make adjustments to their inner fantasies, fears, anxieties and aggressions. Failure to resolve problems and to make adjustments tends to lead emotional and social adjustment resulting in underachievement, truancy and dropping out from schools.

Parents are often so preoccupied with their own affairs that they do not have time to listen to their children, to understand them and to help them. Teachers hardly know their students personally nor do they have time to help students having adjustment problems.

The concept of adjustment was originated by Darwin who used it adaptation to survive in the physical world. The psychologist is more concerned with psychological survival than physical. Human behaviour is interpreted as adjustment to demands which are basically social or interpersonal and influences the personality development of the person.

All children have needs of one kind or another since many of their problems originate in the early years, it is important that an effective guidance programme starts with the very beginning of school life.

Residential schools have their own problems.

Pupils coming out of their houses first time to stay in the hostels for their studies may create lot of anxieties which leads to several adjustment problems. Navodaya Vidyalayas which are residential schools and mainly set up for those talented children who are from rural and backward areas to and could not afford to go/public schools. The main purpose for setting up Navodaya Vidyalayas is the all round development of the talented children of backward or rural areas.

Although all students need guidance certain group of students have special needs and guidance programme tailored to their needs are required if these students are to achieve their fullest development and adjustment. Students in need of special care include talented and gifted on the one hand and the disadvantage on the other.

Those children who are coming to residential school for the first time may be facing problems related to their adjustment with their classmates, teachers, environment and health also. Problems such as fear of failure, dislike for study, too much home work, fear for the low grade in the examination, fear for speaking in the class, afraid of making mistakes are some of the specific problems faced by the pupils. What are the real problems troubling these pupils?

Hardly any study has been made so far to answer, although impression and chance observations were many and there is no shortage of persons willing to give their personal opinions. Such opinions, however were being offered by others but not by pupils themselves.

To find out the real problems which are troublesome to these pupils who have entered in class VI in Navodaya Vidyalayas this study has been planned with the purpose to develop need based guidance programme based on the problems of these pupils with the following objectives.

1. To identify the problems of pupils which are troublesome in their adjustment.
2. To develop a need based guidance programme
3. To enlighten teachers and wardens regarding need for understanding pupils in view of their individual differences.

TOOLS AND SAMPLE OF THE STUDY

Student problem checklist containing two hundred items in Hindi following the model of Mooney's Problem Checklist and modified by NCERT on a basis of tryout in secondary schools of Delhi was used with the students. Students were also asked to state their problems which were not stated in the check list or they have any In addition, the discussion with the principals, teachers and wardens of the schools was also held regarding the problems of the students and their observations.

The checklist is self administering and untimed but normally fifty minutes have been found sufficient for responding to all the 200 items. Each item denoting a problem. Each student answering the questionnaire was asked to respond with an indication whether the problem troubling him and if it did he has to tick (✓) it. The items contained in the checklist classified under ten areas, viz (I) Health and physical development (II) Finance and Living Condition (III) social and Recreational activities, (IV) Home family and sex (V) Social Psychological Relations (VI) Personal Psychological Relations (VII) Moral and Religion (VIII) Vocational and Educational Future (IX) Adjustment to School and (X) Curriculum and Teaching procedures.

The pupils were also asked to state whether they have discussed their problems with any one and if yes with whom and the nature of help received by them.

Principals, wardens and teachers were also asked about their experience of the problems of these pupils observed by them.

SAMPLE

The study was conducted on five hundred students of class VI of the following Jawahar Navodaya Vidyalayas of different seven states and union territories.

Selection of students and schools were done randomly.

1. Jawahar Navodaya Vidyalaya
Pabra, Hisar (Haryana)
2. Jawahar Navodaya Vidyalaya
Paota, Jaipur (Rajasthan)
3. Jawahar Navodaya Vidyalaya
Canacona (Goa)
4. Jawahar Navodaya Vidyalaya
Bloemes Del (South Andaman)
Andaman & Nicobar Islands
5. Jawahar Navodaya Vidyalaya
Chaubari, Bareilly (U.P.)
6. Jawahar Navodaya Vidyalaya
Khirabad, Sitapur (U.P.)
7. Jawahar Navodaya Vidyalaya
Dadri, Gaziabad (U.P.)
8. Jawahar Navodaya Vidyalaya
Chandigarh.
9. Jawahar Navodaya Vidyalaya
Katawada, North Delhi
10. Jawahar Navodaya Vidyalaya
Jafarpur Kalan, West Delhi.

In addition to the students of the above schools around fifty teachers', twenty wardens' and Principals' observations regarding the problems of the students have also been noted.

LIMITATIONS OF THE STUDY

The study was planned for class VI students of Navodaya Vidyalaya which are residential schools. Thus the problems mentioned in the report for developing guidance programme is based on those problems which are stated

by class VI students, teachers and wardens of these residential schools.

DATA ANALYSES:

Data collected was tabulated and the percentages of students reported each problem was calculated. This was done by calculating the percentage marked (✓) against each problem. Each problem indicated by the number of pupils in percentages are shown in Table 1, 2, 3, 4, 5 and 6 at the end of the report.

PROBLEMS MOST TROUBLESOME TO STUDENTS

Table 1 reveals problems marked by fifty per cent or more pupils problems. These are as follows:

1. The problem "I am afraid of making mistakes" is marked by 70 per cent of students which is the major problem indicated by the pupils.

The problem "very little chance to get out and enjoy nature" is marked by 65 per cent of pupils which is the second in order of percentage and the problem I want to be on my own is marked by 56 percent of pupils. "Tired very easily", "Wonder what becomes of people when they die" "Parents expect too much of me".

"I am not as strong and healthy as I should be", "I am puzzled about the meaning of God" and, "I worry about the grades" were marked by 50 per cent. Problems marked by thirty per cent to forty nine per cent are shown in Table no. 2. These are "Lunch hour is too short" is marked by 48 per cent pupils and 47 per cent of pupils marked problem "Worried about a member of my family". Problem "Death in my family" and "Parents make too many decisions for me" have been stated by 41 per cent pupils. This indicated a lot of anxiety pupils have about their family members when they are away from their homes.

40 per cent of pupils mentioned the problems "Want subject not offered by the school" and "Very little chance to go to shows". Problems; "Wonder how to tell right from wrong", "want to feel close to God", "I can't forget some mistakes I have made" and "sometimes not as honest as I should be" were marked by 36 per cent of pupils.

Three problems have been marked by 35 per cent of pupils these are "Have to watch every penny I spent". "Not interested in some subject" and "Want to learn dancing". Problems; "Want to learn how to entertain". "Afraid of unemployment after studies" and "Too much work is required in certain subjects" have been marked by 34 percent.

Thirty two percent pupils have marked the problem "Worry how I impress people" "I loose my temper", "Want advice on what to do after passing high school", and "Too little chances to get into sports". Problems such as; "I forget things", "Have trouble with Mathematics", "Want to improve myself culturally", "Feel inferior", "I am worrying about examinations" and "Just can't get some subjects" have been marked by thirty percent of pupils.

Problems marked by 20 to 29 per cent of pupils are shown in Table 3. Problems "I have weak eyes", "Often not allowed to go out^{at}/nights" and "too little chance to do what I want to do" have been stated by 29 percent pupils. "Problems such as "Want to understand more about religious books", "I am nervous", and "Want a more pleasant personality" have been stated by 28 percent pupils. "Get embarrassed too easily" and "I am bothered by bad dreams" and "Need to know more about colleges" have been stated by 27 per cent of pupils.

Problems such as "Have less money than friends", "I am afraid to speak in class discussions", "Want to buy more of my own things", "Want more time to myself", "Failing in many things I try to do" and "Bothered by thought of heaven and hell" and "Need to know more about occupations" have stated by 26 percent of pupils.

Four problems, "Troubled by the bad things other children do", "Can't take some subjects I want", "Want to

avoid someone I don't like", and "Don't know what I really want" are marked by 25 percent of pupils.

Two problems such as "Frequent colds" and "Poor complexion, are stated by 24 percent of pupils. Problems; "Forced to take subjects in which I am not interested", "I am slow in making friends", "I am timid", "Don't know how to study effectively", "Have frequent headaches", and "Have feelings of extreme loneliness" are stated by 23 percent of pupils. "Lack skill in sports and games" was marked by 22 percent of pupils.

Two problems, "Have to ask parents for money", and "Very little chance to enjoy radio", were marked by 21 percent of pupils. Problems such as, "Girl friends" and "Find it hard to talk about my troubles", "Do not have enough time for recreation" "Want to earn some of my own money", "Feeling easily hurt", "Not telling parents every thing", "Want to be more popular" and "Unable to break bad habits" and "Want to learn a trade" are some of the problems marked by 20 percent of pupils.

Problems marked by 15 to 19 percent pupils are shown in table 4. Problems; "Do not get enough outdoor air and sunshine", "I am not having any fun with my mother or dad", "Afraid to be left alone", "Being lonely", "Parents sacrifice too much for me", "Don't know how to look for a job", "sometime wish I had never been born" and "I am too short" were marked by 19 percent of pupils.

Difficulty in getting acquainted with people" and "Confused in moral questions", were the problems stated by 18 percent pupils and "Not having enough books in the library" and "I have poor memory", "Do not get enough sleep", "Need a job during vacations" "Have nothing interesting to do in my spare time", Easily moved to tears", and "Doubting my ability to handle a good job" are the problems marked by 17 percent of pupils.

Problems "I am often not hungry for my meals", "Do not take something seriously enough", "I am weak in writing" are marked by 16 percent of pupils and "No one to tell my troubles", "Lack of self confidence", "Afraid of the future" and "I am afraid of failing in school work", are the problems marked by 15 percent of pupils.

PROBLEMS NOT SO TROUBLESOME TO STUDENTS

Problems marked by less than 15 percent of pupils are also shown in Table 5 and 6. These problems seems to be not so much troublesome to most of the pupils.

PROBLEMS DISCUSSED AND HELP RECEIVED : Pupils were also asked whether they have discussed their problems with their teachers, parents, friends, guidance worker if any or any other person, and how much help they have received from these persons. Table 6 shows the percentage

of pupils discussed their problems, and the help received by them from these persons.

Ninety percent of pupils have shown their desire to discuss their problems with some one who can be helpful to them. Very low percentage of pupils 18 to 25 percent have reported that they have discussed their problems either with their parents, teachers or friends and 5 to 20 percent of pupils have mentioned that they have received some help from these persons. Twenty percent pupils have stated that they have received help from teachers in solving their problems.

It may thus be seen that students of class VI of Navedaya Vidyalaya have a number of problems related to their studies, health, adjustment to school, educational and vocational future, social and personal relations, finance and living conditions, recreational activities, moral values and above all lack of self confidence in themselves and anxiety for their family members. Very little number of students are receiving help in solving these problems from their parents and teachers. As such help should come from such persons who can spare time for the pupils and try to find out the solutions in a systematic and scientific way.

PRINCIPALS, TEACHERS AND WARDENS' OBSERVATION :

Principals, teachers and wardens of the hostels of the school taken in the study were also interviewed for their observations in relation to the problems faced by the students in class VI and the approach they adopt to tackle such problems.

In almost all the schools principals called a staff meeting of teachers to talk to the investigator of this study regarding the problems of the students.

Interestingly it was found that teachers were more interested and keen to highlight their own problems related to different aspects, and especially promotion and prospects in particular. As the investigator's main purpose was to know the problems of students from the teachers, the discussion in all the schools kept restricted only to the problems of the students.

More or less the problems mentioned by the teachers and wardens of the schools were the same which were mentioned by the students. Some of the problems are enlisted in table no.7.

It is found that teachers and principals are dedicated to their duties and the services which they are rendering to the students in these schools are going to help in long run for the nation and to the society. Being residential schools almost all the teachers/wardens are devoting more than sixteen hours for teaching and other school

activities for the students in Navodaya Vidyalayas.

NEED FOR GUIDANCE PROGRAMME

Almost all the students have shown their willingness that they want to discuss their problems with someone who can help them to come up with their problems. Thus there should be some formal guidance programme in schools under trained guidance worker who can develop guidance programme as per needs of the students.

Most of the students beside other problems face specific problems like, "I am afraid of making mistakes", "Little chance to get out and enjoy nature" "I want to be on my own" "Tired very easily", "Wonders what becomes of people when they die", "Parents expects too much of me," "I am not as strong and healthy as I should be", "I am puzzled about the meaning of god", and "I worry about the grades." These pupils need personal guidance and counselling.

The basic question is what is the need of guidance and counselling for students? Why should it be given? Human child remains dependent for the longest period on his parents who is responsible for his development in childhood. Human beings by nature tend to seek advice and assistance from others when ever they confront with a problem.

It is assumed that a person is bound to seek assistance from other and the advice or assistance which other people provide may not always be of great use or may sometime prove

harmful. Thus there is need of properly organised systematic guidance programme so that the necessary guidance at the appropriate time may be provided by the qualified guidance personnel.

* Guidance has become an integral part of education in recent years. Guidance services, if properly organised help to eliminate wastage and stagnation by developing interest of the pupils in studies. Through guidance services pupils healthy growth is encouraged, guidance helps pupils in their adjustment to school and society. During school life pupils have to face new social life in school. The new social change creates a number of problems such as tension and anxieties among the pupils. Guidance helps in solving such problems and reducing anxieties. Through guidance, pupils become aware of their potentialities and develop them to the maximum. Pupils are helped to become self actualising and self understanding. Guidance services help in developing self confidence in pupils to face future problems and to help them to formulate positive goals in accordance with his physical and mental capabilities.

In addition to educational and school related problems pupils are facing emotional problems. There are certain factors and conditions in life of an individual which causes high emotionality in him. One of the cause for this may be the rigid attitude of parents. Parents are responsible

for creating emotional disturbances in majority of pupils because they do not understand their problems. Parents are too busy in their daily routine work that they do not find time to listen ^{to} their problems and provide proper guidance and counselling to their children.

Parents and society expect a child to act like an adult for which he is neither physically nor mentally prepared, thus he fails to meet social expectations which causes emotional disturbances. As soon as the child enters in adolescence, his social roles and responsibilities changes for which he is not mentally prepared. Changeover to new roles requires adjustment and it takes time to change old habits of childhood in home, school and society. This changeover to new social responsibilities creates emotional tension and fear in the pupils.

Religious conflicts also create emotional tension. Every child brings up in a particular religious environment where specific values and religious attitudes and beliefs are inculcated. In our country there are multiple castes, creeds and ethnic groups which follow different moral values and religious beliefs which create anxiety and emotionality for pupils who come across the conflicting views of different religions. Pupils come in conflicts with their friends who fail to understand them. Insecurity of future vocation also creates anxiety in the pupils.

Emotions have great influence on the personality development of the individual. Emotions play an important role in modifying the behaviour of human beings if properly directed and guided in pupils. Emotion works as ^a motive which drives the organism for action. Love, fear and curiosity help to achieve goal set by the individual by maintaining the level of interest in work. Fear of failure motivates one to study hard for the examinations. Routine activities create monotony in the school class work.

Emotions also have damaging effects on the personality development of the individual. Constant emotional tension may create lack of sleep, headache, fatigue and lack of appetite, which some of the students have stated.

SUGGESTED GUIDANCE PROGRAMME AND STRATEGIES

One of the major objectives of guidance and counselling programmes is the proper direction and training of emotions, so that adolescents may develop their abilities to the maximum for the benefit of the individual and the society.

The school can take up the following measures:

- (i) to create such an environment in the schools that students should feel satisfied.
- (ii) students should be allowed to express their feelings freely.

- (iii) Providing opportunities to develop competency and skills in those activities in which students are interested to create confidence which helps to meet different situations boldly.
- (iv) Developing interpersonal relationship among students.
- (v) Games, sports and other curricular activities should be properly organised for the proper channelising of emotions.
- (vi) Providing fair treatment, cooperation, sympathy and freedom of actions within reasonable limit to the students by the teachers.
- (vii) Isolated and rejected pupils should be associated with other students of the class.
- (viii) Students should be given opportunities to participate in activities leading towards the acceptance of responsibility. This participation of students will foster spirit of tolerance, cooperation and confidence in them.
- (ix) developing positive attitude towards the members of the opposite sex.
- (x) School environment should be free from tensions, frustration and conflicts.
- (xi) School related problems which pertain to school situations, such as choice of subjects, extracurricular activities should be dealt with proper care.
- (xii) Proper self-concept of students should be developed.
- (xiii) Teachers with the help of guidance worker should take special measures for the pupils belonging to scheduled caste, scheduled tribe and other backward community and to rural areas

- xiv) Common problems of students should be discussed collectively and appropriate remedial measures should be worked out.
- xv) Guidance for personal, educational and vocational problems should be made available to all students.
- xvi) For career development job information to all students may be provided from class VI and career education programmes may be developed according to the needs of the pupils.
- xvii) Class talks and career talks should be arranged for these pupils.
- xviii) If possible the students may be taken on local visits.
- xix) Schools may offer such courses that help in developing vocational skills.
- xx) Schools should organize programme on morals, religious and sex education for developing positive attitude in adolescents for different religions and sex.
- xxi) Identification of over achievers and under achievers should be made.
- xxii) The Guidance service programme should include a plan for helping students who have difficulty with proper method of study, giving particular attention to the students living in the hostel.

RECOMMENDATIONS:

1. Provision of school Counsellor

Thus for the welfare of the students, guidance services should be established to implement the above programme

6. It is recommended that the school should have

effectively and systematically under the trained guidance counsellor which should cover the areas of:

- (i) Orientation of new students to the school
- (ii) Inventorying interests, problems and personality traits.
- (iii) Systematic recording of pertinent information in a cumulative Record Card.
- (iv) Aptitude testing
- (v) Counselling and
- (vi) Career information

So far, Navodaya Vidyalayas are not having guidance services in a formal and systematic way to understand the real problems of students and to know their abilities, aptitude and personality pattern. Hence, it is suggested that a full time trained guidance counsellor may be provided, to each Navodaya Vidyalaya who can organise the above mentioned guidance services in a desirable manner for the development of an wholesome personality as well as the career planning of the students studying in these schools.

AN ALTERNATIVE STRATEGY :

It is realised that providing a full time school Counsellor in each of the Navodaya Vidyalaya will have administrative and financial implications and these may take some time to resolve. Meanwhile it is advisable that Sangathan may consider for careers Teachers Training of

three to four weeks for atleast one teacher in each Navodaya Vidyalaya to enable such a teacher to perform basic guidance services in schools.

NCERT'S CONTRIBUTION:

The National Council of Educational Research and Training (NCERT) can provide professional and academic assistance to the Navodaya Vidyalaya Sangathan if the Sangathan approach the NCERT and is willing to depute the teachers for careers. Teachers training and meet their TA/DA etc.

TABLE 1

Problems reported by the Students in percentage
(50% or more)

S.No.	Problem	Total %
1.	I am afraid of making mistakes	70
2.	Little chance to get out and enjoy nature	65
3.	I want to be on my own	56
4.	Tired very easily	50
5.	Wonder that becomes of people when they die	50
6.	Parents expects too much of me	50
7.	I am not as strong and healthy as I should be	50
8.	I am puzzled about the meaning of God	50
9.	I worry about the grades	50

TABLE-2
Problems Reported by the Students in Percentages
(30% to 40%)

S.No.	Problem	Total%
1.	Lunch hour is too short	48
2.	Worried about a member of my family	47
3.	Death in my family	41
4.	Parents make too many decision for me	41
5.	Want subject not offered by the school	40
6.	Very little chance to go to shows	40
7.	Wonder how to tell right from wrong	36
8.	Want to feel close to God	36
9.	I can't forget some mistakes I have made	36
10.	Some time not as honest as I should	36
11.	Have too much every penny I spent	35
12.	Not interested in some subjects	35
13.	Want to learn dancing	35
14.	Want to learn ^{how to} entertain	34
15.	Afraid of unemployment after studies	34
16.	Too much work is required in certain subjects	34
17.	Worry how I impress people	32
18.	I loose my temper	32
19.	Want advice on what to do after passing high school	32
20.	Too little chances to get in to sports	32
21.	Iforget things	30
22.	Have trouble with mathematics	30
23.	Want to improve myself culturally	30
24.	Feel inferior	30
25.	Iam worrying about examinations	30
26.	Just can't get some subjects	30

TABLE-3

Problem reported by the students in percentages
(20% - 29%)

S.No.	Problem	Total%
1.	Often not allowed to go out at night	29
2.	I have weak eyes	29
3.	Too little chance to do what I want to do	29
4.	I am nervous	28
5.	Want a more pleasant personality	28
6.	Want to understand more about religious book	28
7.	Get embarrassed too easily	27
8.	Need to know more about colleges	27
9.	I am bothered by bad dreams	27
10.	Have less money than my friends	26
11.	I am afraid to speak in class discussions	26
12.	Want to buy more of my own things	26
13.	Want more time to myself	26
14.	Failing in many things I try to do	26
15.	Bothered by thought of heaven and hell	26
16.	Need to know more about occupations	26
17.	Troubled by the bad things other children do	25
18.	Want to avoid someone I do not like	25
19.	Do not know what I really want	25
20.	Can't take some subjects I want	25

S.No.	Problem	Total %
21.	Frequent colds	24
22.	Poor complexion	24
23.	Forced to take subjects in which I am not interested.	23
24.	I am slow in making friends	23
25.	I am timid	23
26.	Do not know how to study effectively	23
27.	Have frequent headaches	23
28.	Have feeling of extreme loneliness	23
29.	Lack skill in sports and games	22
30.	Have to ask parents for money	21
31.	Very little chance to enjoy radio	21
32.	Girl friends	20
33.	Find it hard to talk about my troubles	20
34.	Do not have enough time for recreation	20
35.	Want to earn some of my own money	20
36.	Feeling easily hurt	20
37.	Not telling parents every thing	20
38.	Want to be more popular	20
39.	Unable to break bad habits	20
40.	Want to learn trade	20

: 25 :
TABLE 4

Problems reported by the students in percentage
(15% - 19%)

S.No.	Problem	Total%
1.	Do not get enough out door air and sunshine	19
2.	I am not having any fun with mother or dad	19
3.	Afraid to be left alone	19
4.	Being lean	19
5.	Parents sacrifice too much for me	19
6.	Do not know how to look for a job	19
7.	Sometimes wish I had never been born	19
8.	I am too short	19
9.	Difficulty in getting acquainted with people	18
10.	Confused on moral questions	18
11.	Not having enough books in the library	17
12.	I have poor memory	17
13.	Do not get enough sleep	17
14.	Need a job during vacations	17
15.	Have nothing interesting to do in my spare time	17
16.	Easily moved to tears	17
17.	Doubting my ability to handle a good job.	17
18.	I am often not hungry for my meals	16
19.	Do not take ^{some} things seriously enough	16
20.	I am weak in writing	16
21.	No one to tell my troubles	15
22.	Lack self confidence	15
23.	Afraid of the future	15
24.	I am afraid of failing in school work	15

: 26 :
TABLE - 5
Problems Reported by the Students in Percentages
(10% - 14%)

S.N.	Problem	Total%
1.	Day dreaming	14
2.	I am too easily discouraged	14
3.	Results in classes	14
4.	D. no' have certain conveniences at home	14
5.	I am not smart enough	14
6.	Need to plan ahead for the future	13
7.	Sickness in my family	13
8.	I am not going to place of worship enough	13
9.	Doubt some of the religious things I am told	13
10.	Need to know my vocational abilities	13
11.	I am afraid God is going to punish me	13
12.	I am slow in reading	13
13.	I am getting a low grade	12
14.	Have no suitable place to study at home	12
15.	Family do not understand what I have to do in school	12
16.	I am afraid parents death	12
17.	Cannot keep my mind on studies	12
18.	Not having any fun	12
19.	Difficulty in getting acquainted with people	12
20.	Need money for education after high school	11
21.	Few nice clothes	11
22.	Difficulty in keeping a conversation going	11
23.	Hesitant to get out of school and get into a job	10
24.	Vocabulary is too limited	10
25.	Choice of best subjects to prepare for college	10
26.	Want to get more money	10
27.	Speak or act without thinking	10

TABLE-6
Problems reported by the students in percentages
(Less than 10%)

S.No.	Problem	Total %
1.	Little money for recreation	9
2.	Do not spend enough time in study	9
3.	Not studying on time	9
4.	Too little freedom in the class	9
5.	Lack self control	9
6.	Get into arguments	8
7.	Need to decide on occupation	8
8.	I am gradually losing weight	8
9.	Get sick too often	8
10.	Feel I don't really have a home	8
11.	I am lazy	8
12.	Not enough discussion in the class	8
13.	Being fat	8
14.	Do not get enough exercise	8
15.	Lack leadership ability	8
16.	Parents are old fashioned in their ideas	7
17.	Teachers too hard to understand	7
18.	I have trouble in outlining and note taking	7
19.	Have less money than my friends	7
20.	Being criticised by others	6
21.	Do not get personal help from the teachers	6
22.	Afraid of close contact with the opposite sex	6
23.	I have too many personal problems	6
24.	Father or mother dead	5

S.No.	Problem	Total %
25.	I am being talked about	5
26.	Easily led by other people	5
27.	Do not know how to look for a job	5
28.	Have no place to entertain friends	4
29.	Want to live in a different neighbourhood	4
30.	Sometime act childish or immature	4
31.	Wish I had a different family background	3
32.	Teachers not considerate	3
33.	Thoughts of suicide	3
34.	Have to quit school to work	2
35.	Students not given enough responsibility	2
36.	Textbooks are too hard to understand	1
37.	School activities very badly organised	1
38.	Death in my family	1

